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ABSTRACT

The public vocational education and training (VET) system in Australia encompasses formal learning activities intended to develop knowledge and skills that are relevant in the workplace for those past the age of compulsory schooling, but excludes bachelor and post-graduate courses and learning for leisure, recreation or personal enrichment. Some of the highlights for 2002 include that more than 1 in 10 Australians over 15 years studied in the public VET system; the number of students enrolled in the system rose by 0.3% to 1.69 million; annual hours grew by more than the number of students; growth occurred in the number of students studying at technical and further education and other government providers and in the number of students enrolled in nationally recognized qualifications under the Australian Qualifications Framework (AQF); and training activity associated with national training packages continues to increase. Key factors affecting VET activity during 2002 include the following: (1) a continued increase in the promotion of VET-in-schools as a pathway from schools to post-school activities; (2) a continued growth in the apprenticeship system since the introduction in 1988 of New Apprenticeships; and (3) a major impact on programs delivered by the ongoing replacement of national courses and modules by national training package qualifications and units of competency. (Contains "at a glance" sections on students, providers, states and territories, courses; a historical perspective; and 11 tables, each with key points. (MO)

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AUSTRALIAN VOCATIONAL AND TRAINING STATISTICS

# Students and courses

# 2002

*Students and courses 2002: At a glance* provides summary information about the public vocational education and training (VET) system in Australia.

## Highlights for 2002

- More than one in ten Australians aged over 15 years studied in the public VET system, with participation rates exceeding one in four for those aged 15 to 19 years.
- The number of students enrolled in the public VET system rose by 0.3% over the year to 1.69 million students. There was above-average growth among:
  - males
  - students under 25 years of age and over 44 years of age
  - Indigenous students
  - students reporting a disability
  - students residing in rural areas
  - students studying full time.
- Annual hours grew by more than the number of students.
- Over the year, growth occurred in the number of students studying at technical and further education (TAFE) and other government providers. Declines were evident across community education and other registered providers.
- Over the past 12 months, the number of students enrolled in nationally recognised qualifications under the Australian Qualifications Framework (AQF) has increased, while the number of students enrolled in non-AQF qualifications has decreased.
- Management and commerce courses are the most popular, followed by engineering and related technologies and society and culture courses.
- Training activity associated with national training packages continues to increase, with two out of every five public VET students undertaking national training packages.

2002

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Vocational education and training (VET) activity in this publication excludes schools data submitted by states and territories. These data have previously been included in all reported VET activity, but this has resulted in some over reporting because many VET-in-schools students who appear in the schools data also appear in the data submitted for the mainstream VET system. However, to ensure that the broader scope of VET activity is properly presented, this and other National Centre for Vocational Education Research publications now include separate tables for VET-in-schools activity. Data for 2001 are presented on this new basis to ensure comparability.

## Key factors affecting VET activity during 2002

- There has been a continued increase in VET in-schools, through states, territories and the Commonwealth actively promoting VET in-schools as a pathway from school to post-school activities. This has made VET-in-schools an important alternative to more traditional pathways.
- There has been continued growth in the apprenticeship system since the introduction in 1998 of New Apprenticeships, which incorporated apprenticeships and traineeships into a single national system. This has resulted in an increased participation in apprenticeships and traineeships.
- The ongoing replacement of national courses and modules by national training package qualifications and units of competency (initiative in 1997) has had a major impact on programs delivered.

## Scope and data considerations

Vocational education and training comprises formal learning activities which are intended to develop knowledge and skills which are relevant in the workplace. VET is designed for people who are past the age of compulsory schooling. It excludes bachelor and post-graduate courses offered by the higher education sector and learning activities designed for recreation, leisure or personal enrichment.

The information presented in this publication is based on the 2002 data for the public VET sector. It covers VET delivered by (1) technical and further education (TAFE) institutes and other government providers (e.g. university VET campuses and agricultural colleges in some states), (2) registered community education providers and (3) other registered providers, mostly in the private sector, which receive public funding to deliver VET programs.

It should be noted that VET is also delivered by private providers on a fee-for service basis and by some higher education institutions. This activity is not covered by this publication. The treatment of VET in schools activity is noted above.

The term 'subject' is used in this publication to refer to both modules and units of competency. Modules were the traditional unit of delivery in VET, but many have been superseded by the units of competency specified in national training packages.

Annual hours are used as the standard measure of training delivery. They are based on the nominal hours for each subject and represent the anticipated hours of supervised training under a traditional delivery strategy. The actual hours of delivery may vary among providers, and some students undertake subjects in self-paced learning, flexible delivery, online or distance learning modes. Annual hours are counted on the finalisation of a subject enrolment. Consequently, the hours for an enrolment reported as continuing studies are shown only for the year when the final outcome is reported.

The figures reported in this publication for males and females and for students by age have been distributed on a pro-rata basis to take into account a small amount of missing data.

**Comments and suggestions regarding this publication are welcomed. They should be forwarded to the address below.**

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## Students at a glance

Table 1: Student characteristics, 2001 and 2002

| | 2001 ('000) | 2001 % | 2002 ('000) | 2002 % | Change % |
|---|---|---|---|---|---|
| **Sex** | | | | | |
| Males | 868.4 | 51.5 | 876.4 | 51.9 | 0.9 |
| Females | 816.4 | 48.5 | 813.7 | 48.1 | -0.3 |
| **Age** | | | | | |
| 19 years or less | 369.0 | 21.9 | 374.8 | 22.2 | 1.6 |
| 20–24 years | 277.4 | 16.5 | 283.5 | 16.8 | 2.2 |
| 25–44 years | 697.2 | 41.4 | 685.4 | 40.6 | -1.7 |
| 45–64 years | 310.5 | 18.4 | 315.7 | 18.7 | 1.7 |
| Over 65 years | 30.3 | 1.8 | 30.6 | 1.8 | 1.0 |
| **Student geographic region** | | | | | |
| Capital city | 929.7 | 55.1 | 922.2 | 54.6 | -0.8 |
| Other metropolitan | 121.2 | 7.5 | 119.6 | 7.1 | -1.3 |
| Rural | 526.1 | 31.0 | 535.0 | 31.7 | 1.7 |
| Remote | 66.1 | 4.0 | 65.5 | 3.9 | -0.9 |
| Outside Australia | 22.0[a] | 1.3 | 22.7 | 1.3 | 3.2 |
| Unknown | 19.4 | 1.2 | 25.1 | 1.5 | 29.4 |
| **Indigenous** | | | | | |
| Indigenous students | 56.2 | 3.3 | 59.8 | 3.5 | 6.4 |
| Other[b] | 1628.3 | 96.7 | 1630.4 | 96.5 | 0.1 |
| **Disability** | | | | | |
| Students reporting a disability | 68.5 | 4.1 | 81.9 | 4.8 | 19.5 |
| Other[b] | 1616.0 | 95.9 | 1608.2 | 95.2 | -0.5 |
| **Total students** | **1684.5** | **100.0** | **1690.1** | **100.0** | **0.3** |

Notes (a) Improved reporting arrangements have meant that the 2002 reporting of students residing outside Australia is more accurate than in earlier years. The figure for 2001 has been revised.
(b) Includes unknown.

Key points:

- The number of students enrolled in the public VET system rose by 0.3% over the year to 1.69 million. There was above-average growth among:
  - males
  - students under 25 years of age and over 44 years of age
  - students residing in rural areas
  - Indigenous students
  - students reporting a disability.

Table 2: Student participation rate by age, 2001 and 2002

| Age | 2001 Participation rate* | 2002 Participation rate* | Change % |
|---|---|---|---|
| 15–19 years | 26.6 | 26.6 | 0.0 |
| 20–24 years | 21.3 | 21.1 | -0.2 |
| 25–44 years | 11.9 | 11.7 | -0.2 |
| 45–64 years | 6.9 | 6.9 | 0.0 |
| Over 65 years | 1.2 | 1.2 | 0.0 |
| **Total** | **10.9** | **10.8** | **-0.1** |

Note *Participation rates derived by calculating student numbers as a percentage of the estimated residential population.

Key points:

- More than one in ten Australians aged over 15 years participated in VET.
- The participation rates exceed one in four for those aged 15 to 19 years.
- The overall participation rate has declined slightly over the past 12 months.



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**Table 3: Type of student, 2001 and 2002**

| | 2001 | | 2002 | | Change |
|---|---|---|---|---|---|
| | ('000) | % | ('000) | % | % |
| **Students** | | | | | |
| Overseas students[a] | 21.4 | 1.3 | 21.7 | 1.3 | 1.2 |
| Local students[b] | 1 663.1 | 98.7 | 1 668.5 | 98.7 | 0.3 |
| **Total students** | **1 684.5** | **100.0** | **1 690.1** | **100.0** | **0.3** |
| **Study mode (number of students)** | | | | | |
| Part-time | 1 526.5 | 90.7 | 1 530.3 | 90.5 | 0.2 |
| Full-time | 158.0 | 9.3 | 159.9 | 9.5 | 1.2 |
| **Study mode (number of hours)** | | | | | |
| Part-time | 225 269.4 | 64.4 | 229 938.0 | 64.0 | 2.1 |
| Full-time | 127 919.5 | 35.6 | 129 604.4 | 36.0 | 1.3 |
| **Total hours** | **353 189.0** | **100.0** | **359 542.4** | **100.0** | **1.8** |

Notes (a) Overseas students studying in Australia under approved visa arrangements.
(b) Includes unknown.

Key points:

- The number of overseas students under approved visa arrangements is relatively small, accounting for 1.3% of all VET students.
- The majority of students enrolled in Australia's public VET system study on a part-time basis.
- Full-time student numbers increased at a greater rate than part-time student numbers.
- Full-time students accounted for around one in ten students, but over a third of all hours in 2002.
- While the number of students enrolled in Australia's public VET system has increased marginally over the past 12 months (0.3%), the total number of annual hours rose by 1.8%, increasing for both part-time and full-time students. This continues the trend from previous years.

**Table 4: Subject enrolments by outcome, 2001 and 2002**

| Outcome | 2001 | | 2002 | | Change |
|---|---|---|---|---|---|
| | ('000) | % | ('000) | % | % |
| Assessed—passed | 7 810.8 | 63.1 | 8 063.8 | 64.4 | 3.2 |
| Recognition of prior learning | 332.0 | 2.7 | 365.6 | 2.9 | 10.1 |
| Assessed—failed | 1 016.0 | 8.2 | 994.3 | 7.9 | -2.1 |
| **Assessed sub-total** | **9 158.8** | **74.0** | **9 423.7** | **75.2** | **2.9** |
| Credit transfer | 513.6 | 4.2 | 589.9 | 4.7 | 14.9 |
| Withdrawn | 1 128.9 | 9.1 | 1 081.5 | 8.6 | -4.2 |
| Continuing studies | 737.5 | 6.0 | 733.6 | 5.9 | -0.5 |
| Not assessed (completed) | 667.1 | 5.4 | 642.0 | 5.1 | -3.8 |
| Not completed* | 169.4 | 1.4 | 43.5 | 0.3 | -74.3 |
| **Total training activity** | **12 375.2** | **100.0** | **12 514.1** | **100.0** | **1.1** |

Note *The *Not completed* category also includes *Not stated* in 2001.

Key points:

- Two-thirds of subject enrolments resulted in either a pass or recognition of prior learning.
- The proportion of subject outcomes reported as recognition of prior learning or credit transfer has increased over the past year.

## Providers at a glance

Table 5: VET activity by provider type, 2001 and 2002

| | 2001 ('000) | % | 2002 ('000) | % | Change % |
|---|---|---|---|---|---|
| **Provider type (number of students)** | | | | | |
| TAFE and other government providers | 1 294.5 | 76.8 | 1 322.2 | 78.2 | 2.1 |
| Community education providers | 229.6 | 13.6 | 208.9 | 12.4 | -9.0 |
| Other registered providers | 160.4 | 9.5 | 159.1 | 9.4 | -0.8 |
| **Total students** | **1 684.5** | **100.0** | **1 690.1** | **100.0** | **0.3** |
| **Provider type (subject enrolments)** | | | | | |
| TAFE and other government providers | 10 426.1 | 84.2 | 10 685.2 | 85.4 | 2.5 |
| Community education providers | 492.7 | 4.0 | 491.9 | 3.9 | -0.2 |
| Other registered providers | 1 456.4 | 11.8 | 1 337.0 | 10.7 | -8.2 |
| **Total subject enrolments** | **12 375.2** | **100.0** | **12 514.1** | **100.0** | **1.1** |
| **Provider type (annual hours of VET delivery)** | | | | | |
| TAFE and other government providers | 306 220.5 | 86.7 | 315 152.7 | 87.7 | 2.9 |
| Community education providers | 12 695.1 | 3.6 | 12 557.8 | 3.5 | -1.1 |
| Other registered providers | 34 273.3 | 9.7 | 31 831.9 | 8.9 | -7.1 |
| **Total annual hours** | **353 189.0** | **100.0** | **359 542.4** | **100.0** | **1.8** |

Key points:

- TAFE institutes account for more than three in four students, and around seven in eight annual hours.
- Community education providers and other registered providers decreased in number of students, subject enrolments and annual hours of VET delivery.
- The number of students training at other registered providers has decreased slightly since 2001, while those training at community education providers decreased the most.

Table 6: VET-in-schools activity reported by MCEETYA[a], 2001 and 2002

| | 2001 | 2002 | Change % |
|---|---|---|---|
| Number of schools providing VET-in-schools | 1 976 | 1 996 | 1.0 |
| Number of schools offering senior secondary programs | 2 083 | 2 097 | 0.7 |
| | ('000) | ('000) | |
| Students | 169.8 | 185.5 | 9.3 |
| Annual hours[b] | 34 763.9 | 37 373.3 | 7.5 |

Notes (a) Source: '2002 Report from MCEETYA Taskforce on Transition from School', (unpublished).
(b) Annual hours reported to Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) may differ in definition from those used for mainstream VET reporting.

Key points:

- In 2002, the number of VET-in-schools students increased by 9.3% from 169 800 in 2001 to 185 500 in 2002.
- The number of schools participating in the VET-in-schools program increased by 1.0%.
- 44% of students undertake VET in their senior secondary certificate ('2002 Report from MCEETYA Taskforce on Transition from School' [unpublished]).

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## Australia

*Estimated resident population of 19.7 million persons**

| | 2001 *('000)* | 2002 *('000)* | Change *(%)* |
|---|---|---|---|
| Number of male students | 868.4 | 876.4 | 0.9 |
| Number of female students | 816.1 | 813.7 | -0.3 |
| **Total number of students** | **1 684.5** | **1 690.1** | **0.3** |
| Number of subject enrolments | 12 375.2 | 12 514.1 | 1.1 |
| Number of hours of delivery | 353 189.0 | 359 542.4 | 1.8 |

* The population data shown in this section are taken from *Australian Demographic Statistics*, September quarter 2002, ABS cat. no 3101.0.

## Western Australia

WA has 1.9 million persons (9.8% of Australia's population):

- 7.9% of the total number of students
- 46.6% are female and 53.4% male
- 8.3% of total subject enrolments
- 9.0% of total hours of delivery

| | 2001 *('000)* | 2002 *('000)* | Change *(%)* |
|---|---|---|---|
| Number of male students | 73.1 | 71.4 | -2.3 |
| Number of female students | 63.3 | 62.3 | -1.5 |
| **Total number of students** | **136.4** | **133.8** | **-1.9** |
| Number of subject enrolments | 1 037.9 | 1 040.8 | 0.3 |
| Number of hours of delivery | 32 357.3 | 32 336.2 | -0.1 |

## South Australia

SA has 1.5 million persons (7.7% of Australia's population):

- 7.6% of the total number of students
- 48.9% are female and 51.1% male
- 6.4% of total subject enrolments
- 6.4% of total hours of delivery

| | 2001 *('000)* | 2002 *('000)* | Change *(%)* |
|---|---|---|---|
| Number of male students | 66.5 | 65.2 | -1.9 |
| Number of female students | 62.2 | 62.5 | 0.4 |
| **Total number of students** | **128.7** | **127.7** | **-0.8** |
| Number of subject enrolments | 825.4 | 805.7 | -2.4 |
| Number of hours of delivery | 23 986.5 | 23 174.7 | -3.4 |



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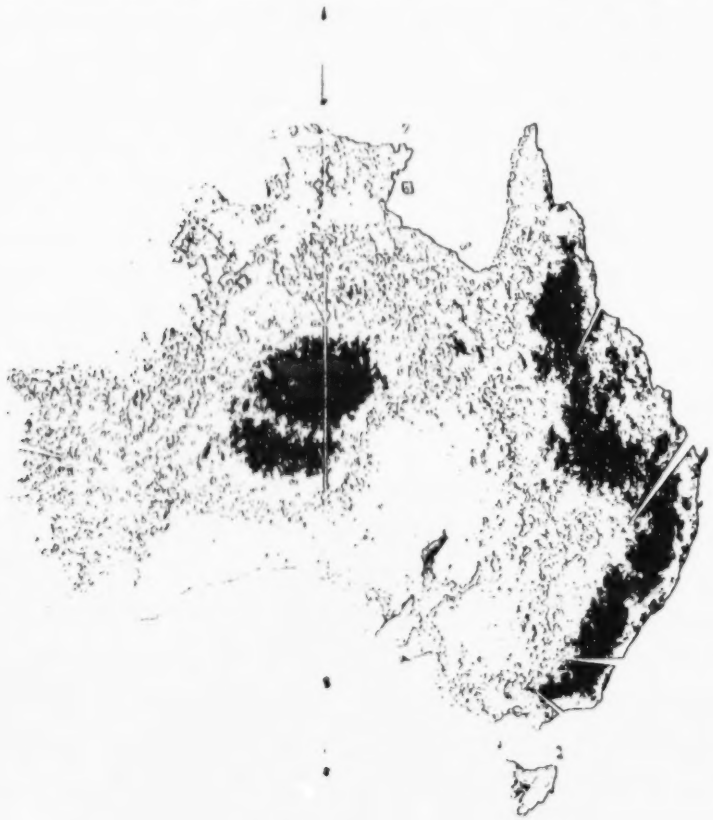
## Northern Territory

NT has 198 000 persons (1.0% of Australia's population):

- 1.3% of the total number of students
- 48.1% are female and 51.9% male
- 1.2% of total subject enrolments
- 1.2% of total hours of delivery

| | 2001 *('000)* | 2002 *('000)* | Change *(%)* |
|---|---|---|---|
| Number of male students | 11.4 | 11.7 | 2.8 |
| Number of female students | 10.6 | 10.8 | 2.0 |
| **Total number of students** | **22.0** | **22.5** | **2.4** |
| Number of subject enrolments | 148.5 | 145.7 | -1.9 |
| Number of hours of delivery | 4 446.7 | 4 384.4 | -1.4 |



## Tasmania

Tasmania has 473 000 persons (2.4% of Australia's population):

- 1.9% of the total number of students
- 43.7% are female and 56.3% male
- 2.1% of total subject enrolments
- 2.1% of total hours of delivery

| | 2001 *('000)* | 2002 *('000)* | Change *(%)* |
|---|---|---|---|
| Number of male students | 18.6 | 18.5 | -0.6 |
| Number of female students | 14.4 | 14.4 | 0.0 |
| **Total number of students** | **33.0** | **32.8** | **-0.3** |
| Number of subject enrolments | 269.0 | 262.9 | -2.3 |
| Number of hours of delivery | 6 972.4 | 7 409.6 | 6.3 |



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## Queensland

Queensland has 3.7 million persons (18.9% of Australia's population):

- 17.7% of the total number of students
- 47.2% are female and 52.8% male
- 16.5% of total subject enrolments
- 15.4% of total hours of delivery

| | 2001 *('000)* | 2002 *('000)* | Change *(%)* |
|---|---|---|---|
| Number of male students | 153.6 | 157.8 | 2.7 |
| Number of female students | 144.9 | 141.1 | -2.6 |
| **Total number of students** | **298.5** | **298.9** | **0.1** |
| Number of subject enrolments | 2 053.3 | 2 061.5 | 0.4 |
| Number of hours of delivery | 53 789.1 | 55 347.3 | 2.9 |

## New South Wales

NSW has 6.6 million persons (33.8% of Australia's population):

- 33.0% of the total number of students
- 49.6% are female and 50.4% male
- 36.3% of total subject enrolments
- 35.3% of total hours of delivery

| | 2001 *('000)* | 2002 *('000)* | Change *(%)* |
|---|---|---|---|
| Number of male students | 284.0 | 280.8 | -1.1 |
| Number of female students | 289.4 | 276.4 | -4.5 |
| **Total number of students** | **573.5** | **557.2** | **-2.8** |
| Number of subject enrolments | 4 482.8 | 4 536.4 | 1.2 |
| Number of hours of delivery | 125 767.9 | 126 753.7 | 0.8 |

## Australian Capital Territory

ACT has 322 000 persons (1.6% of Australia's population):

- 1.2% of the total number of students
- 49.4% are female and 50.6% male
- 1.3% of total subject enrolments
- 1.7% of total hours of delivery

| | 2001 *('000)* | 2002 *('000)* | Change *(%)* |
|---|---|---|---|
| Number of male students | 11.0 | 10.0 | -9.0 |
| Number of female students | 9.7 | 9.8 | 0.4 |
| **Total number of students** | **20.7** | **19.8** | **-4.6** |
| Number of subject enrolments | 196.9 | 164.0 | -16.7 |
| Number of hours of delivery | 6 031.5 | 6 254.7 | 3.7 |

## Victoria

Victoria has 4.9 million persons (24.8% of Australia's population):

- 29.4% of the total number of students
- 47.5% are female and 52.5% male
- 27.9% of total subject enrolments
- 28.9% of total hours of delivery

| | 2001 *('000)* | 2002 *('000)* | Change *(%)* |
|---|---|---|---|
| Number of male students | 250.1 | 261.0 | 4.3 |
| Number of female students | 221.6 | 236.4 | 6.7 |
| **Total number of students** | **471.7** | **497.4** | **5.4** |
| Number of subject enrolments | 3 361.5 | 3 497.1 | 4.0 |
| Number of hours of delivery | 99 837.6 | 103 881.9 | 4.1 |

# States and territories at a glance, 2002

| | NSW | | VIC | | QLD | |
|---|---|---|---|---|---|---|
| | ('000) | % | ('000) | % | ('000) | % |
| Number of subject enrolments | 4 536.4 | | 3 497.1 | | 2 061.5 | |
| Number of annual hours | 126 753.7 | | 103 881.9 | | 55 347.3 | |
| Number of male students | 280.8 | 50.4 | 261.0 | 52.5 | 157.8 | 52.8 |
| Number of female students | 276.4 | 49.6 | 236.4 | 47.5 | 141.1 | 47.2 |
| **Total number of students** | **557.2** | **100.0** | **497.4** | **100.0** | **298.9** | **100.0** |
| **Number of students by major level of education** | | | | | | |
| Diploma or higher | 47.4 | 8.5 | 69.8 | 14.0 | 39.3 | 13.1 |
| Certificate IV | 60.9 | 10.9 | 53.4 | 10.7 | 33.6 | 11.2 |
| Certificate III | 109.6 | 19.7 | 107.0 | 21.5 | 81.9 | 27.4 |
| Certificate II | 75.8 | 13.6 | 87.4 | 17.6 | 61.4 | 20.5 |
| Certificate I | 26.6 | 4.8 | 21.5 | 4.3 | 17.2 | 5.8 |
| **AQF sub-total** | **320.4** | **57.5** | **339.1** | **68.2** | **233.3** | **78.1** |
| Other recognised courses | 143.5 | 25.8 | 79.5 | 16.0 | 65.2 | 21.8 |
| Non-award courses | 86.8 | 15.6 | 2.9 | 0.6 | 0.4 | 0.1 |
| Subject only—no major level of education | 6.6 | 1.2 | 75.9 | 15.3 | – | 0.0 |
| **Non-AQF sub-total** | **236.9** | **42.5** | **158.2** | **31.8** | **65.6** | **21.9** |
| **Number of students by major field of education** | | | | | | |
| Natural and physical sciences | 1.6 | 0.3 | 4.0 | 0.8 | 0.9 | 0.3 |
| Information technology | 39.2 | 7.0 | 15.5 | 3.1 | 10.7 | 3.6 |
| Engineering and related technologies | 67.3 | 12.1 | 91.0 | 18.3 | 50.8 | 17.0 |
| Architecture and building | 42.0 | 7.5 | 23.0 | 4.6 | 13.5 | 4.5 |
| Agriculture, environmental and related studies | 30.6 | 5.5 | 28.1 | 5.6 | 15.7 | 5.2 |
| Health | 22.9 | 4.1 | 27.1 | 5.4 | 28.0 | 9.4 |
| Education | 15.8 | 2.8 | 12.9 | 2.6 | 8.5 | 2.8 |
| Management and commerce | 136.9 | 24.6 | 96.4 | 19.4 | 66.7 | 22.3 |
| Society and culture | 57.8 | 10.4 | 39.2 | 7.9 | 31.1 | 10.4 |
| Creative arts | 16.4 | 2.9 | 14.7 | 3.0 | 16.6 | 5.6 |
| Food, hospitality and personal services | 51.1 | 9.2 | 43.9 | 8.8 | 25.8 | 8.6 |
| Mixed field programmes | 69.1 | 12.4 | 25.8 | 5.2 | 30.7 | 10.3 |
| Subject only—no field of education | 6.6 | 1.2 | 75.9 | 15.3 | – | 0.0 |
| **Number of VET-in-school students reported by MCEETYA[a]** | | | | | | |
| Number of students | 64.4 | 34.7 | 26.1 | 14.1 | 50.7 | 27.3 |
| Number of annual hours[b] | 8 494.2 | 22.7 | 650.1 | 17.4 | 15 657.5 | 41.9 |

Notes (a) Source: '2002 Report from MCEETYA Taskforce on Transition from School' (unpublished).
(b) Annual hours reported to the Ministerial Council on Education, Employment, Training and Youth Affairs may differ in definition from those used for mainstream VET reporting.

| WA | | SA | | TAS | | NT | | ACT | | Australia | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ('000) | % | ('000) | % | ('000) | % | ('000) | % | ('000) | % | ('000) | % |
| 1 040.8 | | 805.7 | | 262.9 | | 145.7 | | 164.0 | | 12 483.2 | |
| 32 336.2 | | 23 174.7 | | 7 409.6 | | 4 384.4 | | 6 254.7 | | 359 542.4 | |
| 71.4 | 53.4 | 65.2 | 51.1 | 18.5 | 56.3 | 11.7 | 51.9 | 10.0 | 50.6 | 876.4 | 51.9 |
| 62.3 | 46.6 | 62.5 | 48.9 | 14.4 | 43.7 | 10.8 | 48.1 | 9.8 | 49.4 | 813.7 | 48.1 |
| **133.8** | **100.0** | **127.7** | **100.0** | **32.8** | **100.0** | **22.5** | **100.0** | **19.8** | **100.0** | **1 690.1** | **100.0** |
| 21.2 | 15.8 | 10.2 | 8.0 | 3.6 | 11.0 | 1.2 | 5.3 | 6.8 | 34.4 | 199.5 | 11.8 |
| 18.8 | 14.1 | 18.0 | 14.1 | 5.4 | 16.6 | 2.8 | 12.5 | 2.1 | 10.8 | 195.1 | 11.5 |
| 36.8 | 27.5 | 29.0 | 22.7 | 10.4 | 31.5 | 5.1 | 22.5 | 4.3 | 21.6 | 384.0 | 22.7 |
| 28.7 | 21.4 | 18.2 | 14.3 | 9.3 | 28.4 | 5.6 | 24.7 | 2.2 | 11.2 | 288.6 | 17.1 |
| 12.9 | 9.6 | 4.5 | 3.5 | 2.6 | 7.9 | 3.1 | 13.6 | 0.4 | 1.9 | 88.7 | 5.2 |
| **118.3** | **88.5** | **79.9** | **62.5** | **31.3** | **95.4** | **17.7** | **78.6** | **15.8** | **79.9** | **1 155.8** | **68.4** |
| 14.9 | 11.2 | 32.4 | 25.4 | 1.5 | 4.6 | 1.9 | 8.4 | 3.5 | 17.7 | 342.4 | 20.3 |
| 0.5 | 0.4 | 0.1 | 0.1 | – | 0.0 | – | 0.0 | 0.5 | 2.4 | 91.2 | 5.4 |
| – | 0.0 | 15.3 | 12.0 | – | 0.0 | 2.9 | 13.0 | – | 0.0 | 100.7 | 6.0 |
| **15.4** | **11.5** | **47.9** | **37.5** | **1.5** | **4.6** | **4.8** | **21.4** | **4.0** | **20.1** | **534.3** | **31.6** |
| 0.2 | 0.2 | 1.1 | 0.8 | 0.1 | 0.3 | – | 0.1 | 0.2 | 1.2 | 8.2 | 0.5 |
| 3.7 | 2.9 | 8.1 | 6.0 | 2.4 | 7.3 | 1.3 | 5.7 | 2.0 | 9.9 | 82.7 | 4.9 |
| 23.7 | 18.5 | 23.6 | 17.7 | 8.1 | 24.6 | 2.5 | 11.0 | 2.5 | 12.6 | 269.4 | 15.9 |
| 3.6 | 2.8 | 6.2 | 4.6 | 1.1 | 3.3 | 0.8 | 3.3 | 0.9 | 4.3 | 90.9 | 5.4 |
| 7.6 | 5.9 | 7.8 | 5.8 | 2.8 | 8.7 | 2.0 | 8.9 | 0.5 | 2.7 | 95.0 | 5.6 |
| 3.0 | 2.3 | 3.8 | 2.8 | 1.1 | 3.5 | 1.3 | 5.6 | 0.9 | 4.3 | 88.0 | 5.2 |
| 2.7 | 2.1 | 12.6 | 9.4 | 1.3 | 4.0 | 1.8 | 8.1 | 0.7 | 3.7 | 56.4 | 3.3 |
| 25.3 | 19.8 | 26.8 | 20.0 | 8.1 | 24.6 | 2.7 | 12.0 | 5.1 | 25.8 | 368.0 | 21.8 |
| 13.5 | 10.5 | 19.6 | 14.6 | 2.2 | 6.6 | 3.3 | 14.5 | 2.8 | 14.0 | 169.2 | 10.0 |
| 1.9 | 1.5 | 5.7 | 4.3 | 0.8 | 2.5 | 1.2 | 5.3 | 1.1 | 5.7 | 58.5 | 3.5 |
| 6.8 | 5.3 | 8.1 | 6.0 | 3.2 | 9.6 | 1.1 | 4.7 | 2.0 | 10.0 | 141.8 | 8.4 |
| 20.5 | 16.1 | 10.4 | 7.8 | 1.7 | 5.2 | 1.8 | 7.8 | 1.1 | 5.8 | 161.2 | 9.5 |
| 15.3 | 12.0 | – | 0.0 | – | 0.0 | 2.9 | 13.0 | – | 0.0 | 100.7 | 6.0 |
| 13.6 | 7.3 | 21.8 | 11.8 | 3.1 | 1.7 | 1.8 | 0.9 | 4.0 | 2.2 | 185.5 | 100.0 |
| 2 324.5 | 6.2 | 2 413.3 | 6.5 | 1 055.3 | 2.8 | 456.4 | 1.2 | 451.9 | 1.2 | 37 373.2 | 100.0 |

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# Courses at a glance

Table 7: Students by qualification level, 2001 and 2002

| Qualification level | 2001 ('000) | 2001 % | 2002 ('000) | 2002 % | Change % |
|---|---|---|---|---|---|
| Diploma or higher | 202.3 | 12.0 | 199.5 | 11.8 | -1.4 |
| Certificate IV | 189.9 | 11.3 | 195.1 | 11.5 | 2.7 |
| Certificate III | 373.9 | 22.2 | 384.0 | 22.7 | 2.7 |
| Certificate II | 293.7 | 17.4 | 288.6 | 17.1 | -1.8 |
| Certificate I | 81.1 | 4.8 | 88.7 | 5.2 | 9.3 |
| **AQF sub-total** | **1 140.9** | **67.7** | **1 155.8** | **68.4** | **1.3** |
| Other recognised courses* | 192.9 | 11.5 | 342.4 | 20.3 | 77.5 |
| Non-award courses* | 245.1 | 14.6 | 91.2 | 5.4 | -62.8 |
| Subject only | 105.5 | 6.3 | 100.7 | 6.0 | -4.6 |
| **Non-AQF sub-total** | **543.6** | **32.3** | **534.3** | **31.6** | **-1.7** |
| **Total** | **1 684.5** | **100.0** | **1 690.1** | **100.0** | **0.3** |

Note: *Break in series from 2001 to 2002 as major level of education replaced the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) qualification category in 2002.

Key points:

- Over the past 12 months, the number of students enrolled in nationally recognised qualifications under the Australian Qualifications Framework (AQF) level has increased, while the number of students enrolled in non-AQF level qualifications decreased.
- Two out of three VET students undertake AQF level qualifications, a trend continued from previous years.

Table 8: Students by qualification level and provider type, 2001 and 2002

| | 2001 ('000) | 2001 % | 2002 ('000) | 2002 % | Change % |
|---|---|---|---|---|---|
| **AQF** | | | | | |
| TAFE and other government providers | 948.0 | 83.1 | 964.5 | 83.4 | 1.7 |
| Community education providers | 53.9 | 4.7 | 52.3 | 4.5 | -2.9 |
| Other registered providers | 139.1 | 12.2 | 139.0 | 12.0 | -0.1 |
| **Total AQF students** | **1 140.9** | **100.0** | **1 155.8** | **100.0** | **1.3** |
| **Non-AQF** | | | | | |
| TAFE and other government providers | 346.6 | 63.8 | 357.7 | 66.9 | 3.2 |
| Community education providers | 175.7 | 32.3 | 156.6 | 29.3 | -10.9 |
| Other registered providers | 21.3 | 3.9 | 20.0 | 3.8 | -5.8 |
| **Total non-AQF students** | **543.6** | **100.0** | **534.3** | **100.0** | **-1.7** |

Key points:

- The majority of both Australian Qualifications Framework and non-AQF qualifications are undertaken at TAFE and other government providers.
- The decline in the number of students enrolled in non-AQF level qualifications is consistent with the decline in the number of students training at community education providers, where two-thirds of students study non-AQF level qualifications.

Table 9: Major field of education, students and hours of delivery, 2002

| Major field of education* | 2002 Students | | 2002 Hours | |
|---|---|---|---|---|
| | ('000) | % | ('000) | % |
| Natural and physical sciences | 8.2 | 0.5 | 2 311.3 | 0.6 |
| Information technology | 82.7 | 4.9 | 26 945.6 | 7.5 |
| Engineering and related technologies | 269.4 | 15.9 | 59 772.6 | 16.6 |
| Architecture and building | 90.9 | 5.4 | 19 604.8 | 5.5 |
| Agriculture, environmental and related studies | 95.0 | 5.6 | 19 286.7 | 5.4 |
| Health | 88.0 | 5.2 | 9 510.8 | 2.6 |
| Education | 56.4 | 3.3 | 7 348.1 | 2.0 |
| Management and commerce | 368.0 | 21.8 | 79 412.4 | 22.1 |
| Society and culture | 169.2 | 10.0 | 51 756.7 | 14.4 |
| Creative arts | 58.5 | 3.5 | 19 272.2 | 5.4 |
| Food, hospitality and personal services | 141.8 | 8.4 | 24 237.8 | 6.7 |
| Mixed field programmes | 161.2 | 9.5 | 34 854.4 | 9.7 |
| Subject only—no field of education | 100.7 | 6.0 | 5 229.0 | 1.5 |
| **Total** | **1 690.1** | **100.0** | **359 542.4** | **100.0** |

Note: *'Field of education' is a new classification and is not available for 2001 and earlier years. It replaces 'field of study'.

Key point:

- Management and commerce is the most popular major field of education, followed by engineering and related technologies, and society and culture courses.

## National training package profile

A *training package* is a set of training components (or *units of competency*) designed to assist students in achieving relevant competencies for a specific industry. Training packages were initiated in 1997 as a replacement for national courses and modules.

Table 10: Training package profile, 2001 and 2002

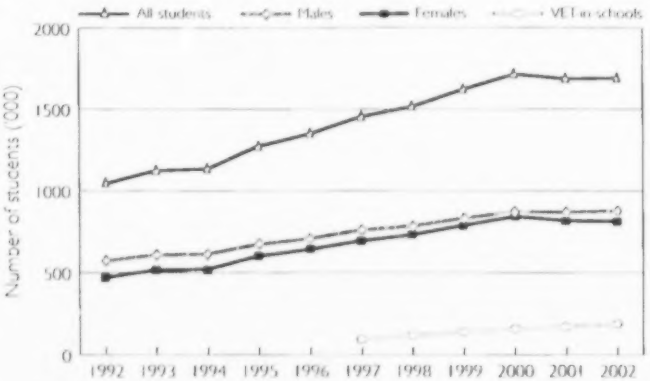
| | 2001 | | 2002 | | Change |
|---|---|---|---|---|---|
| | ('000) | % all VET | ('000) | % all VET | % |
| Students | 577.0 | 34.3 | 716.6 | 43.0 | 24.2 |
| Units of competency attained | 4 115.0 | 57.1 | 4 952.2 | 39.6 | 20.3 |
| Hours of training | 146 999.9 | 42.4 | 183 554.2 | 51.1 | 24.9 |

Key points:

- The number of students undertaking VET specified in national training packages increased by 24.2% from 2001 to 2002.
- In 2002, over two out of every five VET students were enrolled in national training packages and training packages accounted for half of all VET hours of training.

## Historical perspective

**Figure 1 Number of students in VET ('000), 1992–2002**




- In the ten years since 1992, the number of students in Australia's public VET system has increased from around 1.04 million to 1.69 million in 2002. It peaked at 1.71 million in 2000, coinciding with additional VET activity in New South Wales related to the Olympic Games.
- From 1994 to 2000, the average growth rate was around 6% per annum. Student numbers have begun to stabilise after the peak in 2000, with a 0.3% increase in student numbers between 2001 and 2002.
- Between 1992 and 2000, the average annual growth rate for females (3.6%) was greater than that for males (3.4%) but, since 2000, female student numbers have declined at a greater average annual rate (-3.7%) than males (-0.2%).

**Table 11: Time series—students ('000) by sex and state, 1992 to 2002**

| | NSW | VIC | QLD | WA | SA | TAS | NT | ACT | AUS |
|---|---|---|---|---|---|---|---|---|---|
| **Males** | | | | | | | | | |
| 1992 | 195.5 | 160.5 | 99.2 | 48.9 | 43.2 | 10.9 | 5.5 | 8.4 | 572.1 |
| 1993 | 199.6 | 181.5 | 108.5 | 48.2 | 41.8 | 12.9 | 5.8 | 8.7 | 606.9 |
| 1994 | 198.8 | 181.4 | 109.4 | 48.8 | 49.4 | 10.5 | 5.1 | 9.0 | 612.3 |
| 1995 | 225.3 | 201.1 | 110.0 | 57.1 | 50.3 | 12.2 | 6.1 | 10.1 | 672.2 |
| 1996 | 237.8 | 218.5 | 108.4 | 60.2 | 50.3 | 13.7 | 7.4 | 9.9 | 706.3 |
| 1997 | 250.4 | 234.2 | 116.1 | 59.9 | 66.0 | 15.0 | 8.5 | 9.7 | 759.8 |
| 1998 | 252.1 | 234.2 | 134.8 | 60.9 | 66.8 | 16.0 | 9.2 | 9.6 | 783.7 |
| 1999 | 260.9 | 252.7 | 153.3 | 67.1 | 60.4 | 16.5 | 10.2 | 9.7 | 831.5 |
| 2000 | 313.7 | 245.7 | 136.4 | 68.1 | 67.6 | 17.6 | 11.3 | 10.5 | 871.0 |
| 2001 | 284.0 | 250.1 | 153.6 | 73.1 | 66.5 | 18.6 | 11.4 | 11.0 | 868.4 |
| 2002 | 280.8 | 261.0 | 157.8 | 71.4 | 65.2 | 18.5 | 11.7 | 10.0 | 876.4 |
| **Females** | | | | | | | | | |
| 1992 | 164.1 | 136.7 | 74.1 | 42.5 | 31.3 | 7.8 | 5.5 | 8.6 | 470.4 |
| 1993 | 172.6 | 167.1 | 81.3 | 40.1 | 30.7 | 9.6 | 4.9 | 8.3 | 514.5 |
| 1994 | 180.9 | 150.5 | 83.4 | 41.6 | 41.7 | 8.6 | 4.3 | 8.2 | 519.2 |
| 1995 | 228.9 | 166.6 | 84.5 | 52.1 | 44.7 | 9.5 | 5.5 | 8.7 | 600.5 |
| 1996 | 249.3 | 177.3 | 86.6 | 52.4 | 49.1 | 10.6 | 7.1 | 8.7 | 641.1 |
| 1997 | 258.1 | 183.2 | 99.4 | 51.6 | 72.7 | 11.6 | 7.7 | 9.0 | 693.4 |
| 1998 | 264.7 | 194.9 | 113.1 | 54.1 | 73.4 | 13.0 | 8.4 | 8.9 | 730.5 |
| 1999 | 273.4 | 223.6 | 138.1 | 59.3 | 60.4 | 15.3 | 9.1 | 9.0 | 788.2 |
| 2000 | 327.4 | 223.0 | 130.3 | 61.8 | 65.1 | 14.7 | 10.5 | 9.7 | 842.4 |
| 2001 | 289.4 | 221.6 | 144.9 | 63.3 | 62.2 | 14.4 | 10.6 | 9.7 | 816.1 |
| 2002 | 276.4 | 236.4 | 141.1 | 62.3 | 62.5 | 14.4 | 10.8 | 9.8 | 813.7 |
| **All students** | | | | | | | | | |
| 1992 | 359.6 | 297.2 | 173.3 | 91.4 | 74.4 | 18.7 | 11.0 | 17.0 | 1042.5 |
| 1993 | 372.2 | 348.6 | 189.8 | 88.3 | 72.4 | 22.4 | 10.7 | 17.0 | 1121.4 |
| 1994 | 379.7 | 331.9 | 192.7 | 90.4 | 91.1 | 19.1 | 9.4 | 17.2 | 1131.5 |
| 1995 | 454.3 | 367.8 | 194.5 | 109.2 | 95.0 | 21.7 | 11.5 | 18.8 | 1272.7 |
| 1996 | 487.1 | 395.8 | 195.0 | 112.6 | 99.4 | 24.4 | 14.5 | 18.6 | 1347.4 |
| 1997 | 508.5 | 417.4 | 215.6 | 111.5 | 138.7 | 26.6 | 16.2 | 18.7 | 1453.2 |
| 1998 | 516.9 | 429.1 | 247.9 | 115.0 | 140.2 | 29.0 | 17.6 | 18.5 | 1514.2 |
| 1999 | 534.3 | 476.3 | 291.4 | 126.4 | 121.6 | 31.8 | 19.3 | 18.7 | 1619.7 |
| 2000 | 641.1 | 468.6 | 266.7 | 129.9 | 132.7 | 32.3 | 21.8 | 20.2 | 1713.4 |
| 2001 | 573.5 | 471.7 | 298.5 | 136.4 | 128.7 | 33.0 | 22.0 | 20.7 | 1684.5 |
| 2002 | 557.2 | 497.4 | 298.9 | 133.8 | 127.7 | 32.8 | 22.5 | 19.8 | 1690.1 |

Note This table contains a break in time series between 1993 and 1994, coinciding with the introduction of the Australian Vocational Education and Training Management Information Statistical Standard as the data collection standard. A break in series also occurred in 1995 with the inclusion of community education providers in the collection and in 1996 with the inclusion of private providers in receipt of public VET funds. This table excludes schools data.

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